

## ELICITING SUGGESTIONS FOR INCORPORATING MODIFICATION TO ICT MODULES ON HEALTH AND NUTRITION EDUCATION

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### ABSTRACT

*The present study is, on the Eliciting Suggestions for Incorporating Modification to ICT Modules, on Health and Nutrition Education. The size of the sample comprises of 150 which are selected randomly from five adopted villages of KVK, Rudrur, in Nizamabad district. The suggestions were consolidated under four major headings viz., content, length of the video lesson, presentation and dissemination mode and computed frequency and percentages. The findings revealed that Experts judged the ICT modules as possessing VARK compatibility and the respondents suggested for changes in ICT modules, like narration in technical terms and highlighting of key points with regard to, content, length of the video lesson as minimum 6 to maximum 13 minutes, cartoon animation at the closure of the lesson to motivate for action and accessibility through KVK and Anganwadicentre.*

**KEYWORDS:** Learning Style, VARK-Visual, Read/Write and Kinesthetic, ICT Modules, Health & Nutrition Education

**Received:** Aug 08, 2017; **Accepted:** Aug 28, 2017; **Published:** Sep 20, 2017; **Paper Id.:** IJESROCT20178

### INTRODUCTION

Various models are developed to explain different learning styles. Claxton and Murrell (1987) divided the learning styles into four categories: (i) personality models, (ii) information-processing models, (iii) social-interaction models, and (iv) instructional preference models. The personality models examine a person's personality characteristics such as introversion vs. extroversion, the information-processing models focus on how learners take in and process information and the social-interaction models determine how a learner reacts and behaves in the classroom. Finally, the instructional preference models differentiate learners by the way in which they best acquire information. For example, does he or she learn best by listening, reading, visualizing or experiencing? The VARK model can be categorized under the instructional preference model.

Health and nutrition education is any combination of educational strategies, accompanied by environmental supports, designed to facilitate voluntary adoption of healthy habits, food choices and other food and nutrition related behaviors conducive to health and well-being. It is a mechanism to enhance awareness, as a means to self-efficacy, surrounding the trigger of healthy behavior. It is not mere learning; but what to do and how to act to improve health and nutrition status. Such education is delivered through multiple venues and involves

activities at the individual, community and policy levels.

Due to various factors, rapid changes are occurring across the globe in the arena of human health and nutrition status. There is an age old saying 'prevention is better than cure', and towards this, all health and nutrition education programs and policies are catered. In the recent past, a need to add another term viz., 'management' has aroused. Certain uncontrollable factors, both internal and external, are leading to life style disorders irrespective of geographical and demographic differences. The incidence of disorders, like diabetes, obesity, thyroidism, cholesterol, etc., is widely increasing. These are to be managed with timely medical care, right diet and physical exercise, which needs appropriate information. Therefore, life style disease management information for the cure as well as prevention is the slogan of the hour.

## REVIEW OF LITERATURE

Sijwali (2015), reported vernacular web portals have good visits, provided they are promoted to reach the target group. In her research on promotional strategies for Web Portal [www.vigyanasaadhitha.com](http://www.vigyanasaadhitha.com) using experimental research design, a vernacular web portal in *Telugu*. She observed qualitative traffic and traffic volume to the portal. Clicks and ratings for the content on health category, followed by child development and nutrition were higher. All the promotional strategies contributed traffic to [www.vigyanasaadhitha.com](http://www.vigyanasaadhitha.com), enhancing visibility. Thus, non English literates accessed the internet and became part of mainstream internet users.

Singh (2014), Vice President, Marketing and business development of Raftaar, opined that, consumers are more receptive to the content provided in vernacular languages, which provides users with information in various categories like entertainment, religion, news, sports and astrology etc. in vernacular languages.

Rooney (2011) in his study revealed that 90% of European users when given a choice of language always visited a website in their own language. However a slim majority (53%) would accept English version, if it was not available in their own language. More than 4 in 10 (44%), internet users thought they missed interesting information because websites were not available in a language they understood. In Romania, Bulgaria, Portugal, Cyprus, Spain and Greece, this figure rose to between 51%-60%.

National Readership Survey (2006) reported a low working knowledge of English in India i.e., only 18.2% of the population are English literate, out of which 34.2% in urban and 11.1% in rural areas. Hence, internet penetration in India is only 12%. Non availability of vernacular website is an impediment for knowledge sharing through a fastest and widest medium world wide web. It is true in case of other ICT materials too.

Adult learners are self-directed, and they feel the need to take responsibility for their lives and decisions and this is why it's important for them to have control over their learning. Most of the time, they are practical and results-oriented. However, they are less open-minded and therefore more resistant to change. Maturity and profound life experiences usually lead to rigidity, which is the enemy of learning. Thus, instructional designers need to provide the "why" behind the change, new concepts that can be linked to already established ones, and promote the need to explore. Though may be slow learners, yet possess more integrative knowledge. They use personal experience as a resource for learning. Apart from this learning in adulthood is usually voluntary. Adult learners have high expectations. They want to be taught about things that will be useful in their work, expect to have immediate results, seek for a course that will worth their while and not be a waste of their time or money. This is why it's important to create a course that will maximize their advantages, meet their

individual needs and address all the learning challenges.

## METHODOLOGY

The size of the sample comprises of 150 which are selected randomly from five adopted villages of KVK, Rudrur, in Nizamabad district.

### Checklist for ICT Modules

A check list was prepared in order to elicit suggestions to incorporate modifications to ICT modules from the respondents by organizing focus group discussion on the fifth day after seeing all five ICT modules. The suggestions were consolidated under four major headings viz., content and length of the video lesson, presentation and dissemination mode.

**Statistical analysis** the mean score for the sample size (n=150) was analyzed frequency and percentages.

## RESULTS AND DISCUSSIONS

### Suggestions for Modification in ICT Module

After presentation of all video lessons, with the help of a checklist a focus group discussion was organized to collect the suggestions of the respondents for improvement. The information thus collected was scrutinized and categorized broadly under four major issues viz., content coverage, and length of digital lesson, presentation and dissemination mode and under each major issue there were sub issues, which were the actual suggestions. The suggestion which attained more than 50%, i.e. suggested by more than half of the respondents were selected and tabulated below.

**Table 2: Suggestions of the Respondents for Modification in ICT Module**

**n=150**

| S. No | Major Issue          | Suggestion  | Mean           |
|-------|----------------------|---|----------------|
| 1.    | Content              | a. Key points may be highlighted at the end of the presentation                                     | 110<br>(73.88) |
|       |                      | b. Narration on technical terms like glycemic index, nutraceuticals, hyper and hypo thyroidism etc. | 99<br>(66.00)  |
|       |                      | c. Closing caption may be anchored by a celebrity   | 90<br>(60.00)  |
| 2.    | Length of the lesson | a. Maximum ideal length to sustain the engagement of the learner 10-13 minutes.                     | 120<br>(80.00) |
|       |                      | b. Minimum ideal length 6-9 minutes   | 116<br>(77.33) |
| 3     | Presentation         | a. Action directing cartoon animation at the end, to motivate for action                            | 100<br>(66.66) |
|       |                      | b. Inclusion of carry home slogans  | 92<br>(61.33)  |
| 4     | Dissemination mode   | a. CDs to be available with Anganwadi worker at village level                                       | 130<br>(86.66) |
|       |                      | b. Highlights should be sent as SMS alerts  | 129<br>(86.00) |
|       |                      | c. Screening of video lessons during meetings in KVK  | 128<br>(85.00) |
|       |                      | d. Access through youtube   | 82<br>(54.00)  |

Figures in parentheses indicate percentages.

With regard to, content, the highest percentage (73.88) of respondents suggested to highlight the key points at the

end of the lesson; probably this may provide reinforcement to the learner for retention. Adding narration to technical terms was expressed by a majority (66%), which may result in clarity. As many as 60% of the respondents felt, it will be effective if closing caption is presented a celebrity. In recent periods most of social message like female literacy, construction of sanitary latrines at home, hand wash, etc., was being broadcasted and telecasted involving celebrities for persuasive effect. That might be the reason; the respondents wanted these messages also by that group. Though an innovative suggestion, for the application, it is expensive as they are to be hugely paid. Other two can be effectively incorporated.

The length of the digital lesson, minimum 6-9 minutes and maximum 10-13 minutes to engage the learner was an ideal and practical suggestion. However, the length of the time the respondent was engaged ranged as suggested, but for a video lesson on diabetes, which was for 15 minutes 18 seconds and more over this lesson there were many technical terms which need some narration.

With regard to presentation, it was suggested, to include cartoon animation with emotional appeal for action, at the end of the lesson and inclusion of slogans as carry home messages, by almost equal proportion of respondents (66% and 61%). Behavior communication change assumes that, change is possible only when communication is client centered and benefit oriented. Presenting messages through animation is an edutainment; it provides education as well as entertainment. Rani (2014) proved that, edutainment module on adolescent reproductive health, resulted in a significant increase in ARH communication, with an ample of ROI. Priya (2011) developed an animated module for school children on nutrition education and reported a significant increase in knowledge.

Slogans are short, striking and memorable phrases. In these, the message is so crisply presented with rhythmic words and when uttered, immediately identifies the action to be done. Moreover, it inspires interest for action. In the field of advertising slogans are vital parts of marketing and have been used to help promote business and engage with customers for many years. The other area of its use is in politics; even kids repeat them while playing, provided they are catchy. ICT modules could be incorporated catchy slogans, keeping in view the action that influences behavior change.

The dissemination modes suggested by the learners are quite worthy, viable and economical. Farmers and farm women are so used to SMS, both farming information and marketing information. They often refer them and apply them. Similarly, health and nutrition messages may also be disseminated.

## CONCLUSIONS

Moreover, in this lesson there were many technical terms. Probably, this may be divided into two digital video lessons; sorting out all dietary information into one lesson.

The dissemination modes, suggested by the learners are quite worthy, viable and economical. Farmers and farm women are so used to SMS, both farming information and marketing information. They often refer them in daily routine and apply them. Similarly, health and nutrition messages may also be disseminated. Anganwadi centers are accessible to every 1000 population, and health and nutrition education is one of its services. If kept with the Anganwadi worker, they can be aptly utilized. KVK, being favorite visiting spot for the respondents, for all sorts of farming information, it is pertinent to be available to them, also. However, when uploaded in [www.vigyanasaadhitha.com](http://www.vigyanasaadhitha.com), the ICT modules can be globally accessible.

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